

**EXAMINATION ANXIETY AND STUDENTS' STUDY HABIT AS PREDICTORS OF
ACADEMIC PERFORMANCE AMONG STUDENTS OF GODFREY OKOYE
UNIVERSITY ENUGU**

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GOU/U22/PSY/180****A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY/PSYCHOLOGY,
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BACHELOR OF SCIENCE (B.Sc) IN PSYCHOLOGY****SUPERVISOR: DR JOSEPH .I. AGBIREMHON****JULY, 2026**

CERTIFICATION

This is to certify that this project titled “**Examination Anxiety and Students’ Study Habit as Predictors of Academic Performance Among Students of Godfrey Okoye University Enugu**” has been supervised worthy of presentation to the Department of Sociology/Psychology in partial fulfillment of the requirements for the award of Bachelor of Science Degree (B.Sc) in Psychology, Faculty of Management and Social Sciences Godfrey Okoye University Enugu. All the errors by omission or commission are entirely mine.

Hassan Hussaina

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APPROVAL

Hassan Hussaina, graduate student in the Department of Sociology/Psychology with the Registration Number GOU/U22/PSY/180 has satisfactorily completed the requirements for the award of Bachelor of Science Degree (B.Sc) in Psychology The work embodied in this project is original and has not been submitted in part or in full for any degree of this university or any university.

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DEDICATION

This work is dedicated to God almighty for his divine guidance, provision and protection all through my academic journey in Enugu State.

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ABSTRACT

In an educational system, academic performance is of importance to students, parents and teachers. However, students sometimes struggle to meet up in class activities while some battle with some form of anxiety as a result of the same class activities which later affect the students' academic performance. Hence, this study investigated the impact of Examination Anxiety and Students Study Anxiety on Academic Performance among Students of Godfrey Okoye University Enugu. A total 70 participants were selected for the study within the ages of 17-24 years, with the mean age of 20.5 and standard deviation of 3.5 were selected for the study using purposive sampling technique. The result of this study indicates that there was significant impact of Examination anxiety and Study habit on academic performance using regression analysis at Examination Anxiety (EA) is statistically significant ($B = -0.904$, $t(68) = -25.846$, $p < .001$) and Study Habit (SH) ($B = -0.898$, $t(68) = -23.291$, $p < .001$). Based on the findings of this study, the researcher hereby recommends that There is need to improve study habits of undergraduate students in order to overcome test anxiety and improve their academic achievement and also, Parents should provide books and encourage their wards to study hard; counselors should be employed to counsel students on how to develop study habit; students should be encouraged to do their class and take-home assignments.

CHAPTER ONE

Introduction

Background of the Study

Schools, colleges and universities have no worth without students. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with students' performance. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali *et al*, 2009). Academic achievement is an apparent phenomenon in many developing countries like Nigeria, Tanzania and Ghana since are measured in final examination (Form Four National Examination), whereby success is measured by academic performance or how well students meet standards set out by the National Examination Council (NECTA) and the institute itself. Students' performance at the level of secondary has the strong impact on other levels of higher and tertiary education.

Education, no doubt is the bedrock on which the development of a Nation lies. A society with quality graduates may bring about higher rates of innovations and faster acquisition of new technology capabilities. Thus, according to (Oladokun, Adebajo & Chales-Owaba, 2008), the admission process into any higher institution of learning aims at admitting candidates whose performance would be satisfactory academically in the University. The quality of candidates admitted into any higher institution has a direct impact on the quality of research within the institution and thus has an overall impact on the Nation's development (Oladokun *et al*, 2008).

Recently, the decline in the performance of students at the end of their year one in the University is alarming despite that students were all admitted base on merits (Arora & Saini, 2013).

Evaluating students' academic performances or achievement using the cumulative grade point average (CGPA) as a pointer is a typical practice in every tertiary academic environment. A percentage of fresh students usually find themselves below the minimum grade point required at the end of their first year (Adedeji, 2001).

Academic performance by students has always been a subject of interest to every educational institution. Whereas there is a consensus that schools should play a major role in this process, there seems to be disagreement about what exactly that role should be. While some believe that the primary focus of schools should be the academic preparation of students (Hirsch, 1996; Tienken, & Wilson, 2001). Others however believe that efforts of schools should be integrated with other social institutions such as family and community towards educating children (Huitt, 2007). In fact, heads of educational institution, teachers and parents are primarily responsible for students' academic performance (Darling-Hammond, 2000), and that schools should efficiently and effectively organize themselves towards this task (Engelmann & Carnine, 1991).

Academic achievement is considered to be equal to academic performance, and the common measure of academic achievement of college students is GPA (credit point average), which can be accurately calculated from the marks of each course to measure students' academic achievement. "Academic" means the result of school work. For example, test scores. When "achievement" is used as a noun, it refers to the results obtained in a career. Wang (2021) believed that academic achievement can be equated with academic performance. In a study of personality traits and academic achievement of secondary school students, Zhao and Guo (2012) measured academic achievement using students' midterm and final grades in language, mathematics, and foreign language subjects. Through an empirical study, Tang (2016) found that preschool education can improve students' future academic achievement (in the case of

mathematical literacy) and can also promote educational equity. Secondly, academic achievement contains cognitive, behavioral, and psychological connotations, and Astin (1974) argued that academic achievement can be divided into two aspects: namely, cognitive and non-cognitive outcomes; and psychological and behavioral outcomes. Pascarella (1991) and other scholars argued that in addition to cognitive ability, academic achievement also includes psychological factors such as intelligence, psychological change, perseverance. Bloom (1956) believes that it can be divided into the following areas: knowledge, attitudes, values, skills, or appropriate behavior. Thirdly, emphasizing the manifestation of competencies, Minkowski (2015) believes that it contains values, analytical problem solving and social skills, among others, and Bowie (2015) believes that academic achievement value added is divided into three dimensions: core competencies, citizenship, and professionalism possessed.

This academic performance can be affected by some factors such as examination anxiety and as well as students study habit.

Students of higher institutions are associated with anxiety especially when they are preparing for examinations. Examination anxiety is a phenomenon that is associated with low performance of students academic achievement. The following are fundamental to students anxiety in schools: Lower courses' grades, decreased motivation and increased stress (Cizek& Burg, 2006; Zeidner, 1998; Segool *et al.*, 2013). Examination anxiety is a combination of physiological, over-arousal, tension and somatic symptoms along with worries, dread, fear of failure and catastrophizing that occur before or during examination situations (Zeidner, 1998); Examination anxiety has immense negative impact, hence students' low academic performance in schools. This is a physiological condition with students extreme stress, anxiety and discomfort during or before taking examinations. Anxiety creates significant barriers to learning and academic performance

(Andrews & Wilding, 2004). Researchers suggested high levels of emotional distress that have direct correlation that reduce academic performance and encourage higher overall students drop-out rates (Andrews & Wilding, 2004; Pritchard & Wilson, 2003; Valz & Laflamme, 2003). Examination anxiety have broader negative consequences, hence, affecting students social, emotional and behavioural development as well as their feelings about /themselves in school (Salend, 2012). Highly examination students' anxiety scores rate about twelve (12) percentile points below their low anxiety papers (Hembree, 1988; Cassady & Johnson, 2001; and McDonald, 2001). Examination anxiety is a phenomenon that is associated with students in higher institution with the zeal to end the semester and begin another so as to facilitate their graduation from schools. Similarly, examination anxiety is prevalent amongst students' population of Nigerian tertiary institutions. Researchers such as George Mandler and Seymour Sarason Sarason's brother, Irwin Sarason, contributed to early investigations of examination anxiety thereby clarifying the relationships between the focus effects of examination anxiety, other forms of anxiety and generalized anxiety (Lowe and Ang, 2012; Dalkiran *et al.*, 2014; Mandler and Sarason, 1952; Selarnd, 2012; Sarason, 1960). Examination anxiety is labeled anticipatory anxiety, situation anxiety and evaluation anxiety. Some anxieties are normal and helpful to canvass for mental and physical alert. The prevalence of anxiety enhances emotional distress which emanates stress in students' concentration and creates psychological worries. It should be noted that the presence of reduced academic performance should not be attributed to students' intellectual problems but the examination situations which create in students tensed minds that serve as factor of poor academic performance. Researchers suggested that between 25 and 40 percent of students experience examination anxiety. But students with disabilities tend to have high rates of examination anxiety (Nelson and Harwood, 2011; Cassady, 2010)

Zeider(1998), students who experience examination anxiety tend to be easily distracted during examinations, hence, experience difficulty in comprehending relatively simple instructions and trouble in organizing and recalling of relevant information. Researches on examination anxiety have the notion that examination anxiety prepares threats for higher institution students. Anxiety symptoms are distributed along a continuum and different symptom levels of anxiety and predict outcomes. Responses consisted of increase heart rate, stress hormone secretion, restlessness, vigilance and fear of potential dangerous environments (De Phil *et al.*, 2011). Anxiety prepares the body for physical, cognitive and behavioural instincts to detect and deal with threats to students examination survival and then result to students, beginning to be hyperventilate to allow more oxygen to enter into the blood-stream, divert blood to muscles and sweat to cool the skin (De Phil *et al.*, 2010). Cassady (2010) posited that the difference between generalized anxiety disorders and examination anxiety. He explained that general anxiety disorders are characterized by trait anxiety that results to students experiencing higher levels of stresses across a wide range of situations. In contrast, students that are prone to examination anxiety have a state of anxiety that results to higher levels of nervousness that are specific to examinations. The symptoms of examination anxiety range from moderate to severe anxiety. Students who exhibit moderate symptoms are able to perform relatively well on examinations. On the other hand, students with severe anxiety experience panic (Cherry, 2012); the common physical symptoms include: headache, upset stomach, feeling of fear, feeling of dread, shortness of breath, sweating, pacing or fidgeting, crying, racing thoughts and blanking out. However, students study habit can as well serve a contributing factor to the decline in academic performance of students in the institution of higher learning.

Study habits has been consistently identified in educational research as one of the strongest predictors of academic performance among students, particularly at the university level. Academic performance reflects students' ability to understand, retain, and apply learned knowledge, and this ability is significantly shaped by how students approach their learning tasks. Study habits determine the quality and effectiveness of students' engagement with academic content and therefore play a critical role in shaping academic outcomes (Credé & Kuncel, 2018). Academic performance is not solely a function of intellectual ability; rather, it is influenced by the methods and strategies students employ in their learning process. Students with effective study habits tend to perform better academically because they engage in systematic learning, allocate sufficient time for studying, and adopt strategies that promote deep understanding of course material (Entwistle & Ramsden, 2015). In contrast, students with poor study habits often struggle academically despite possessing adequate intellectual capacity.

One of the most important ways through which study habits influence academic performance is time management. Effective time management enables students to balance academic responsibilities with other activities and prevents last-minute cramming. Research has shown that students who plan their study schedules, set priorities, and adhere to regular study routines achieve higher academic performance than those who study irregularly or procrastinate (Britton & Tesser, 1991). Poor time management, on the other hand, leads to academic overload, stress, and inadequate preparation for examinations, resulting in poor performance.

Regularity of study is another key element linking study habits to academic performance. Students who study consistently over time are more likely to retain information and develop a deeper understanding of academic concepts. Regular study promotes spaced learning, which has been shown to enhance long-term memory and academic achievement (Dunlosky *et al.*, 2013). In

contrast, irregular study patterns and reliance on last-minute reading often result in surface learning and poor academic outcomes.

Effective study habits also involve active learning strategies, such as summarizing information, self-testing, asking questions, and making connections between concepts. These strategies encourage deeper cognitive processing and improve comprehension and retention of information. Studies have demonstrated that students who adopt active learning approaches perform better academically than those who rely on passive strategies such as rereading notes or memorizing information without understanding (Biggs & Tang, 2011).

Note-taking practices significantly influence academic performance as well. Effective note-taking helps students organize information, reinforce learning, and facilitate revision. Research indicates that students who take meaningful notes during lectures and while reading perform better on examinations than those who do not take notes or rely solely on lecture slides (Kiewra, 1985). Poor note-taking habits reduce students' ability to recall and apply information during assessments, thereby negatively affecting academic performance.

Study habits related to reading and comprehension also play a crucial role in academic achievement. University students are required to engage with complex academic texts that demand critical thinking and analytical skills. Students with good reading habits employ strategies such as identifying key ideas, evaluating arguments, and integrating information from multiple sources. These strategies enhance understanding and academic performance, whereas poor reading habits hinder comprehension and limit academic success (Snow, 2002).

Revision strategies are another important link between study habits and academic performance. Effective revision involves continuous review of course material, self-assessment, and practice with examination-style questions. Research has shown that students who revise regularly and

engage in self-testing perform significantly better academically than those who revise only shortly before examinations (Roediger & Karpicke, 2006). Poor revision habits increase examination anxiety and reduce students' confidence, leading to poor performance.

Study habits also influence academic performance through their impact on students' motivation and self-efficacy. Students who adopt effective study habits often experience a sense of control over their learning, which enhances academic self-confidence and motivation. High self-efficacy has been linked to greater persistence, better learning strategies, and higher academic achievement (Bandura, 1997). Conversely, students with poor study habits may develop feelings of helplessness and low motivation, which negatively affect academic performance.

Several empirical studies have established a strong positive relationship between study habits and academic performance among university students. Credé and Kuncel (2018) found that study skills and habits were significant predictors of academic achievement, sometimes even more influential than standardized test scores. Similarly, Nonis and Hudson (2010) reported that students with effective study habits achieved higher grades and experienced lower academic stress than their counterparts with poor study habits.

Poor study habits have been associated with numerous negative academic outcomes, including low grades, academic probation, and increased likelihood of dropout. Procrastination, distraction, and lack of planning are common poor study habits that undermine academic performance. Steel (2007) observed that procrastination negatively predicts academic achievement and is associated with increased stress and dissatisfaction with academic life.

The relationship between study habits and academic performance is particularly important in the university context, where students face increased academic demands and greater responsibility for their learning. Unlike earlier educational levels, university students must independently

regulate their study activities. Those who fail to develop effective study habits often find it difficult to cope with coursework, leading to poor academic performance and academic disengagement (Zimmerman, 2008).

Technological advancements have also influenced the relationship between study habits and academic performance. While digital tools and online resources can enhance learning, excessive use of social media and digital distractions has been linked to poor study habits and reduced academic achievement (Junco, 2012). Students who are unable to regulate their technology use during study time often experience fragmented attention and poor learning outcomes.

The influence of study habits on academic performance is not limited to cognitive outcomes alone; it also affects students' emotional well-being. Effective study habits reduce academic stress and examination anxiety by promoting preparedness and confidence. In contrast, poor study habits increase academic pressure and emotional distress, which further impair academic performance (Misra & McKean, 2000).

Given the strong relationship between study habits and academic performance, it is essential for universities to promote effective study practices among students. Academic support programs, study skills workshops, and academic advising can help students develop effective study habits that enhance academic performance. Lecturers also play a role by guiding students on effective learning strategies and providing clear academic expectations.

In summary, a study habit is a critical determinant of academic performance among university students. Effective study habits promote deep learning; enhance retention of information, increase academic confidence, and lead to higher academic achievement. Conversely, poor study habits undermine learning, increase academic stress, and result in poor academic performance.

Understanding the relationship between study habits and academic performance is therefore essential for improving students' academic success and overall educational outcomes.

Statement of the Problem

Although, extensive literature exists on the effects of study habits and examination anxiety on academic performance, much of it is situated outside the Nigerian secondary school context. For instance, Migual and Ksenia (2015) examined study habits and academic performance among international college students in Shanghai. Their findings revealed that high-performing students tended to attend classes regularly, submit assignments on time, and actively engage in class, while low-performing students exhibited poor time management, absenteeism, and low motivation.

Hence this study will be addressing the following questions:

Will examination anxiety significantly predict academic performance among students of Godfrey Okoye University?

Will study habit have significant predict academic performance among students of Godfrey Okoye University?

Purpose of the Study

To determine whether examination anxiety will significantly predict academic performance among Godfrey Okoye University Students

To investigate whether study habit will significantly predict academic performance among Godfrey Okoye University Students

To examine the extent to which examinational anxiety and study habit will jointly have significant impact on academic performance among Godfrey Okoye University Students

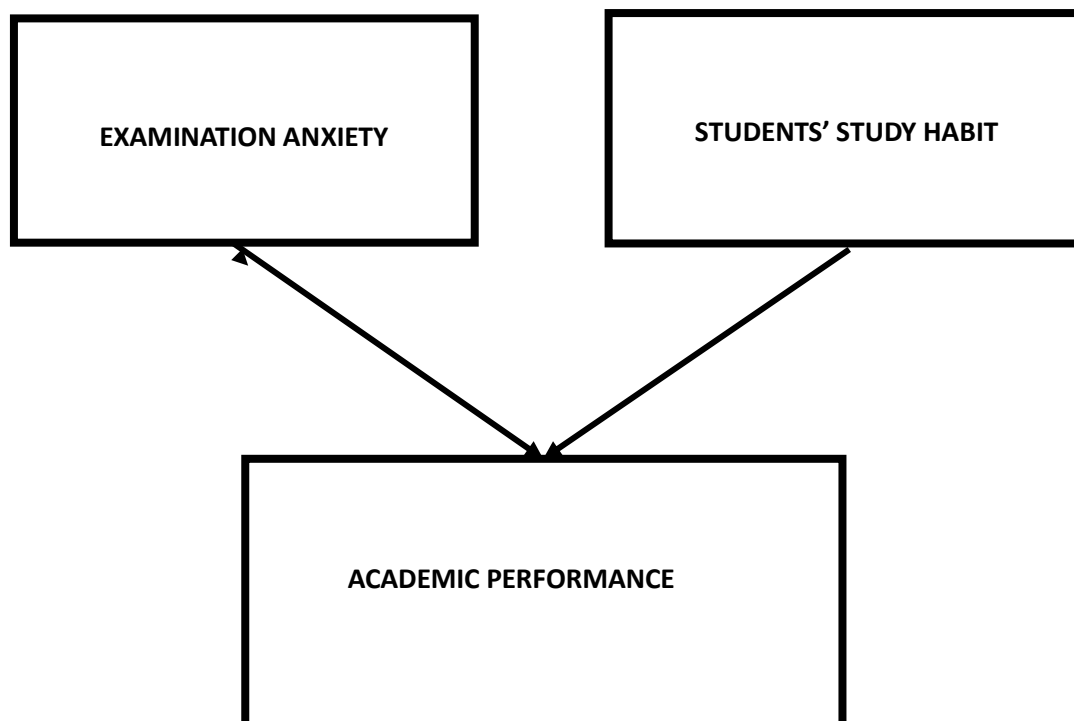
Operational Definition of Terms

Examination Anxiety: A psychological state characterized by fear, tension, and worry experienced before or during examinations as measured by 16-item test anxiety scale by Nist and Diehi (1990).

Study Habit: The consistent methods and strategies adopted by students in their learning activities as measured by 19-item scale by Wrenn and Diehi, (1937) and validated by Bakare (1977)

Academic Performance: The level of achievement of students in academic tasks, usually measured by examination scores or grade point average (GPA) as measured by 8-item inventory scale by Verner-Filon and Villerand, (2018)

Conceptual Framework



CHAPTER TWO

Literature Review

Theoretical Review

The following theories were reviewed in this work in order to explain the link between examination anxiety, study habit and academic performance.

Examination Anxiety Theories:

Yerkes-Dodson Law of Anxiety

Cognitive interference theory

Self-regulated learning theory

Academic performance theory

Yerkes-Dodson Law of Anxiety

The Yerkes–Dodson Law, proposed by Yerkes and Dodson (1908), is one of the earliest and most widely cited theories explaining the relationship between anxiety and performance. The law posits that performance increases with physiological or mental arousal up to an optimal point, after which further increases in arousal lead to a decline in performance. This relationship is often represented by an inverted U-shaped curve.

In the context of academic performance, arousal can be interpreted as examination anxiety. According to this theory, a moderate level of examination anxiety can motivate students to study harder, remain alert, and perform effectively during examinations. However, when anxiety becomes excessive, it impairs cognitive functioning and reduces academic performance (Teigen, 1994).

For university students, examinations often serve as high-pressure situations that elevate arousal levels. Students with low anxiety may lack motivation and preparedness, leading to poor

performance. Conversely, students with extremely high anxiety may experience cognitive overload, confusion, and emotional distress, which negatively affect their performance. The Yerkes–Dodson Law therefore explains why some students perform optimally under mild pressure while others perform poorly when anxiety becomes overwhelming (Putwain, 2018).

This theory is relevant to the present study because it provides a framework for understanding how varying levels of examination anxiety influence academic performance. It also highlights the importance of managing anxiety to maintain it at an optimal level that enhances rather than impairs academic outcomes.

Cognitive Interference Theory

Cognitive Interference Theory, developed by Sarason (1984), explains how anxiety affects performance by interfering with cognitive processes. According to this theory, anxious individuals experience task-irrelevant thoughts, such as worry, fear of failure, and negative self-evaluation, which intrude into their consciousness during performance situations. These intrusive thoughts compete with task-related thoughts for limited cognitive resources, particularly working memory.

In examination situations, students with high examination anxiety often experience persistent worry about their performance, consequences of failure, and perceived inadequacies. These worries occupy cognitive space that would otherwise be used for understanding questions, recalling information, and solving problems (Eysenck *et al.*, 2007). As a result, students' ability to perform effectively during examinations is significantly reduced.

Cognitive Interference Theory provides a clear explanation for why well-prepared students sometimes underperform in examinations. Even when students possess adequate knowledge and skills, anxiety-induced cognitive interference can prevent them from accessing and applying this

knowledge effectively. This theory also explains symptoms such as mental blocks, confusion, and difficulty concentrating commonly reported by anxious students (Zeidner, 2014).

The relevance of this theory to the present study lies in its emphasis on the cognitive mechanisms through which examination anxiety affects academic performance. It supports the argument that anxiety impairs performance not because of lack of ability, but because it disrupts cognitive processing during examinations.

Study Habit Theory

Self-regulated Learning Theory

Self-Regulated Learning Theory emphasizes students' active role in controlling and directing their learning processes. According to Zimmerman (2002), self-regulated learners are those who plan, monitor, and evaluate their learning activities in order to achieve academic goals. This theory highlights the importance of meta-cognition, motivation, and behavioural strategies in academic success.

Study habits are a central component of self-regulated learning. Students who engage in effective self-regulation tend to develop good study habits such as goal setting, time management, strategic studying, and self-assessment. These habits enable students to learn more effectively and perform better academically (Zimmerman & Schunk, 2011).

Self-Regulated Learning Theory also explains how study habits influence examination anxiety. Students with strong self-regulation skills feel more in control of their learning and are therefore less likely to experience excessive anxiety during examinations. Their confidence in their preparation and ability to manage academic tasks reduces fear and worry, leading to better performance (Bandura, 1997).

In contrast, students who lack self-regulation skills often exhibit poor study habits, such as procrastination and disorganization. These behaviors increase academic stress and examination anxiety, which negatively affect academic performance. Thus, Self-Regulated Learning Theory provides a framework for understanding the relationship between study habits, examination anxiety, and academic performance.

Academic Performance Theory

Students have the capability for extraordinary academic achievement in a University environment. This proposition diverges among different students. Down-to-the-earth accomplishments happen in day-to-day practice in University settings. At the beginning of the semester, the teachers and administrators take a turn to inspire the students to pursue their dreams to come out with flying colors at the end of their study. Since accomplishments are a shared vision of the entire academic community, a theory of performance is applicable in many learning contexts. The theory of academic performance (ToP) emanates from Elger (2007), and the author described 'perform' as an ability to produce a valued result and 'performer' as an individual or a group that engages in collaboration while the level of performance as the location in an academic journey. According to Elger (2007), there are six components of performance levels, and they are: level of knowledge, levels of skills, level of identity, personal factors, and fixed factors and proposed three axioms for effective performance as performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

The theory of performance challenges educators to improve their performance through empowerment to help others learn effectively and grow. This type of learning will foster quick success and produce knowledge that will influence society. Inferring from the study of Wiske (1998), performance indicates learning-for-understanding. Higher academic performance

produces results that lead to an increase in academic quality. This process creates an environment where performance exceeds the expectations of the academic community stakeholders. There will also be a decrease in cost; that is, the financial resources involved in producing the desired result will be reduced. Higher academic performance will also increase capability, capacity, knowledge, skills, and motivations. This development is a good signal for the university publicity and acceptance.

Empirical Review

Examination anxiety and Academic Performance

Musch and Broder (1999), the relative effects of Test Anxiety, study Habits and Mathematics skills on performance in a statistics examination were investigated. The aim of their study was to compare Test Anxiety Models as predictors of performance in examination. Their subject consisted of sixty-six (66) undergraduates enrolled in introductory statistics course at the University of Bonn. By using hierarchical multiple regression analysis on the data generated, they found that both test anxiety and academic skills (mathematics skill) contributed significantly to performance in a statistics examination.

Amuzie, Ukamaka&Obikeze (2025), in a study Examination anxiety as correlates of academic performance in public schools in Anambra State. 21,272 senior Secondary School two (SSII) students in 267 public schools in Anambra State were used as their participants the study reveals that there was significant positive relationship between examination anxiety and academic performance, using pearson product moment correlation coefficient and multiple regression analysis.

Okogu, Osah&Umudjere (2016), in a study Rxamination Anxiety and Students' Academic Performance: Social Studies Approach. The study reveals that examination anxiety contributed negatively to students' academic performance.

Mohan (2021), in a study Examination Anxiety on Performance of School Students. Participants of the study were higher secondary school male and female students currently studying in 9th, 10th, 11th and 12th. The finding reveals that there was strong positive effect of study anxiety on academic performance.

Llori, Okasina, Akerele & Ifeoluwa (2025), in a study, Study Habit and Examination Anxiety as Correlates of Academic performance among Secondary School Students in Kwara State, Nugeria. Participants of the study consist of 285,652 Srcondary School Students and the sample consist of 400 Secondary School Students. The findings of the study revealed that there is a significant relationship among examination anxiety, study habit and academic performance. Findings also revealed that there is a significant relationship between the study habit and academic performance.

Sadiq (2018), in a study of test anxiety on academic performance of secondary school students in Quetta City. The participants of the study were all the Secondary School Students in Quetta City. The result of the study revealed that the test anxiety had been found to have negative relationship with academic performance.

Study Habit and Academic Performance

Usar and Kakawa (2022) in a study Study Habits And Academic Performance Among Degree Students Of Umar Suleiman College Of Education Gashu'a, Yobe State, Nigeria. 4,500 participants were sampled, while the result of their study revealed that there was strong relationship between study habit and academic performance.

Sakirudeen and Sanni (2017), in a study, Study Habits and Academic Performance of Secondary School Students in Mathematic: A case Study of selected Secondary Schools In Uyo Local Education Council The population of 1128 Senior Secondary School Two (SS2) students with a sample size of 200 respondents was selected from 5 public secondary schools for the study using simple random sampling technique. However, the results revealed that there is significance relationship between note taking, students' use of library, time allocation for study and students' academic performance in mathematics.

Safi (2025) in a study, impact of study habit on academic performance: A meta- analysis. The study employed both qualitative and quantitative method. The analysis reveals a positive association between effective study habits and academic performance. However, the strength of this relationship varies depending on factors such as educational level, cultural background, gender, learning environment, and institutional support. While many studies report a significant correlation, others show weak or non-significant results, highlighting the complexity of this relationship and the influence of contextual variables.

Okanezi and Braide (2018) in a study, Study Habits And Academic Performance Of Secondary School Students In Rivers-West Senatorial District Of Rivers State, Nigeria. The population of the study is 2,650 Senior Secondary Two (S.S.2) students in selected public schools in the Rivers-West Senatorial District. The sample size is 437 which was chosen through Taro Yemeni's sample size selection formula. The findings revealed that there is high extent of relationship between study habit and academic performance.

Theoretical Framework

This study is anchored on The Yerkes-Dodson law which is a model of the relationship between stress and task performance. It proposes that you reach your peak level of performance with an

intermediate level of stress, or arousal. Too little or too much arousal results in poorer performance. According to this theory, a moderate level of examination anxiety can motivate students to study harder, remain alert, and perform effectively during examinations. However, when anxiety becomes excessive, it impairs cognitive functioning and reduces academic performance (Teigen, 1994).

Summary of Literature Review

The Yerkes-Dodson law is a model of the relationship between stress and task performance.

It proposes that you reach your peak level of performance with an intermediate level of stress, or arousal. Too little or too much arousal results in poorer performance. According to this theory, a moderate level of examination anxiety can motivate students to study harder, remain alert, and perform effectively during examinations. However, when anxiety becomes excessive, it impairs cognitive functioning and reduces academic performance (Teigen, 1994).

Cognitive interference theory explains how anxiety affects performance by interfering with cognitive processes. According to this theory, anxious individuals experience task-irrelevant thoughts, such as worry, fear of failure, and negative self-evaluation, which intrude into their consciousness during performance situations. These intrusive thoughts compete with task-related thoughts for limited cognitive resources, particularly working memory.

Self-regulated learning theory posits that Study habits are a central component of self-regulated learning. Students who engage in effective self-regulation tend to develop good study habits such as goal setting, time management, strategic studying, and self-assessment. These habits enable students to learn more effectively and perform better academically (Zimmerman & Schunk, 2011).

Hypotheses

1. There will be a significant predictor of Examination Anxiety on Academic Performance
2. There will be a significant predictor of Study Habit on Academic Performance

CHAPTER THREE

Method

Participants

A total of seventy (70) participants comprising thirty (30) male and forty (40) females between the ages of 17- 24 years, were sampled using convenience sampling technique and convenience sampling technique, from the population of Godfrey Okoye University Enugu. This sampling technique was adopted for the researcher to sample her participants based on the characteristics which are present within a specific population and the overall study

Instruments

The following instruments were used for this study and were categorized section by section for easy administration and scoring:

Test anxiety questionnaire is a 16 item questionnaire in a true or false format, developed by Nist and Diehl (1990) this instrument measures test anxiety and its impact on study habits, concentration and performance. It is a 16 item likert type format and obtained a cronbach alpha of .85 and reliability of .84 while for Nigerian adaptation, it obtained .78.

Study habit is a 19 item questionnaire in liket type format of Never = 0, Rarely = 1, Sometimes = 2, Frequently = 3 and Always - 4 developed by Wrenn and Gilbert (1937), validated by Bakare in 1977. This instrument measures study habits, attitudes and techniques across five areas, such as; Delay and Avoidance (procrastination tendencies), Work Methods (Note-taking, reading and time management), Teacher Approval (Meeting teacher expectation) Education Acceptance (Attitude towards schooling) and Study Condition (Environment and planning). The instrument obtained a split half reliability of .80, and later obtained .76 for Nigerian Adaptation with the validity of .35-.45.

Academic performance inventory is a 8 item questionnaire in likert type format of Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree=1, developed by Verner-Filion & Vallerand, 2016). This instrument measures students' self-reported academic performance and engagement over a semester/term. It obtained a Cronbach alpha of .82 and internal validity of .40.

Procedure

The researcher obtained ethical approval from the Chairman Research Ethic Committee Department of Psychology Godfrey Okoye University Enugu for this present study. Introductory letter and approval letter was also obtained from the Head of Department of Psychology, which identified the researcher as a B.Sc student on a research mission. The researcher held a focus group discussion with colleague both within and outside the field of Psychology numbering 10 participants. The essence of this focus group discussion was to discuss where the questionnaires will be shared. After one week of brainstorming, the group arrived at the conclusion that management and social sciences will be use for the study. At the end, 130 copies of questionnaires were distributed within few day, with the help of the research assistants employed, after which, 127 copies were return and 63 copies of questionnaires were discarded due to error in completion, while 70 copies of questionnaires that were properly filled comprising 30 males and 40 women were analyzed.

Design and Statistics

The design used for the study was Cross Sectional Survey Design. The survey design was adopted for the investigation based on the use of questionnaire in gathering information that will cover a wild range of the target population (Jackson, 2001). Based on the two independent variables used in this study (Examination Anxiety and Students Study Habit) and one dependent

variable (Academic performance), Multiple Regressions Analysis was applied as a statistics to analyze the data in order to test the hypotheses.

CHAPTER FOUR

Results

This chapter presents the analysis and interpretation of the data collected for the purpose of this study. Descriptive statistics, Pearson Product Moment Correlation and regression tests were used to analyze the relationship among the variables studied as well as the predictive effect of examination anxiety and study habits on academic performance.

Table 1: Means, Standard Deviations and Pearson Correlation across Study Variables

S/N	Variable	M	SD	1	2	3	4	5	6
1	Gender	1.57	0.50	1					
2	Age	2.26	0.77	.064	1				
3	Academic Level	3.00	1.42	.000	.237*	1			
4	Religion	1.14	0.43	.156	.238*	.119	1		
5	Academic Performance	3.47	0.92	.003	-.102	.055	-.089	1	
6	Examination Anxiety	2.54	0.97	-.025	.135	-.034	.102	-	1
								.953**	
7	Study Habits	2.52	0.97	.020	.131	-.038	.046	-	.959**
								.943**	

Note. N = 70. * $p < .05$. ** $p < .01$.

Results in Table 1 showed that examination anxiety was significantly and negatively related to academic performance ($r = -.953$, $p < .01$), indicating that higher levels of examination anxiety were associated with lower academic performance among the students. Similarly, study habits were significantly and negatively related to academic performance ($r = -.943$, $p < .01$), indicating that poorer study habits were associated with lower academic performance.

Furthermore, examination anxiety was significantly and positively related to study habits ($r = .959, p < .01$), suggesting a strong relationship between the two independent variables.

With respect to the demographic variables, age was significantly related to academic level ($r = .237, p < .05$) and religion ($r = .238, p < .05$), while gender, academic level, and religion showed no significant relationship with academic performance, examination anxiety, or study habits.

Table 2: Multiple Regression Analyses Predicting Academic Performance

Predictor	B	T	Df	P	95% CI
Examination Anxiety	-0.904	-25.846	68	<.001	[-0.973,-0.834]
Study Habits	-0.898	-23.291	68	<.001	[-0.975,-0.821]
Examination Anxiety	-0.574	-4.931	67	<.001	[-0.806,-0.342]
Study Habits	-0.345	-2.956	67	.004	[-0.579,-0.112]

Findings presented in Table 2 showed that examination anxiety significantly predicted academic performance ($B = -0.904, t(68) = -25.846, p < .001$), indicating that an increase in examination anxiety was associated with a decrease in academic performance. The model explained approximately 90.8% of the variance in academic performance ($R^2 = .908, F(1, 68) = 668.04, p < .001$).

Similarly, study habits significantly predicted academic performance ($B = -0.898, t(68) = -23.291, p < .001$), indicating that study habits made a significant contribution to predicting academic performance. This model accounted for approximately 88.9% of the variance in academic performance ($R^2 = .889, F(1, 68) = 542.49, p < .001$).

When examination anxiety and study habits were entered simultaneously into the multiple regression model, both variables remained significant predictors of academic performance. Specifically, examination anxiety significantly predicted academic performance ($B = -0.574$, $t(67) = -4.931$, $p < .001$), while study habits also significantly predicted academic performance ($B = -0.345$, $t(67) = -2.956$, $p = .004$). Together, the model explained approximately 91.8% of the variance in academic performance ($R^2 = .918$, $F(2, 67) = 376.41$, $p < .001$).

Summary of Findings

1. Examination Anxiety has a negative significant impact on Academic Performance
2. Study Habit here has a negative significant impact on Academic Performance

CHAPTER FIVE

Discussion

The study examined the impact of Examination anxiety and students study habit on academic performance of students in Godfrey Okoye University Enugu. Thus, the first hypothesis which tested there will be no significant impact of examination anxiety on academic performance was not confirmed. This implies that the more one doubt himself or herself, the more the person is prone to examination anxiety, which will in turn affect the person's academic performance.

This study is consistent with Okogu, Osah & Umudjere (2016), in a study *Rxamination Anxiety and Students' Academic Performance: Social Studies Approach*. The study reveals that examination anxiety contributed negatively to students' academic performance.

The second hypothesis which stated that significant impact of Students study habit on academic performance was confirmed. This implies that one's learning environment, level of education, gender and cultural background which is consistent with Safi (2025) in a study, *impact of study habit on academic performance: A meta- analysis*. The study employed both qualitative and quantitative method. The analysis reveals a positive association between effective study habits and academic performance. However, the strength of this relationship varies depending on factors such as educational level, cultural background, gender, learning environment, and institutional support. While many studies report a significant correlation, others show weak or non-significant results, highlighting the complexity of this relationship and the influence of contextual variables.

Implication of the Findings

There are theoretical, empirical, and practical ramifications to the study's findings. The study's theoretical contributions included advancing knowledge of academic performance, study habit

and as well as examination anxiety. Therefore it is safe to say that the study conclusions have supported the ideas surrounding them. This also implies that more effective reading habit and as well as reduction in examination anxiety will definitely have a positive impact, if the person will take a deep breath when he or she experience anxiety due to the examination.

Limitations of the Study

This study has some shortcomings such as the difficulties encountered during the data collection. The results of this study are only applicable to Godfrey Okoye University in Enugu metropolis, which may create doubt in terms of the external validity. Thus, the application of the findings should be done with caution.

Suggestion for Further Studies

Considering the limitations of the study, future studies in this area should go beyond students in Godfrey Okoye University by including students in other universities in Enugu metropolis, such as Enugu State University of Science and Technology, Institution of Management and Technology, University of Nigeria Enugu Campus, Peaceland Collage, Federal Collage Education, which will help in covering a wider scope of the research. Finally, longitudinal study approach should equally be factored in to achieve its objectivity.

Recommendations

There is need to improve study habits of undergraduate students in order to overcome test anxiety and improve their academic achievement.

Parents should provide books and encourage their wards to study hard; counselors should be employed to counsel students on how to develop study habit; students should be encouraged to do their class and take-home assignments.

Group guidance should be organized in schools by professional counselors in order to create awareness on how students can develop effective study habits which could lead to good academic performance and a functional school library should be mounted in all the secondary schools in Enugu metropolis Nigeria.

Effective counseling services will help to promote students adjustment in school and enhance good academic performance.

Guidance and counselling services are needed on student study attitude and study habit for a better academic performance.

Parents should provide books and encourage their wards to study hard; counselors should be employed to counsel students on how to develop study habit; students should be encouraged to do their class and take-home assignments

Summary and Conclusion

This study investigated the impact of examination anxiety and students study habit on academic performance among students of Godfrey Okoye University Enugu. Measures of examination anxiety, students study habit and academic performance were administered to 70 participant selected from Godfrey Okoye University. Result of the study indicated significant impact of the two (predictor variables) which are examination anxiety and students habit and academic performance (criterion variable). The study, however, showed significant of examination anxiety, study anxiety on academic performance. Based on the findings of this study, the following conclusions are drawn:

There was significant impact of examination anxiety on academic performance

There was significant impact of students study habit on academic performance

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APPENDIX A

RESEARCH QUESTIONNAIRE

INFORMED CONSENT

**Department of Psychology
Faculty of Management and Social Sciences
Godfrey Okoye University
Thinker's Corner, Enugu**

Dear Respondent,

I am a final year student of the Department of Psychology, Godfrey Okoye University, Enugu. I am conducting a research project titled "**The Impact of Examination Anxiety and Students' Study Performance on Examination Anxiety among Godfrey Okoye University Students.**" This study is being carried out in partial fulfillment of the requirements for the award of the **Bachelor of Science (B.Sc.) Degree in Psychology**. The study is strictly for academic purposes.

You are kindly requested to complete this questionnaire as honestly and objectively as possible. There are no right or wrong answers; your sincere responses are what matter most. All information you provide will be treated with the highest level of confidentiality and anonymity. Your responses will be used solely for this research and will not be disclosed to any unauthorized person. Participation in this study is entirely voluntary, and you are free to decline participation or withdraw at any stage without any consequences.

If you have any questions or require further clarification regarding this study, please feel free to contact me on _____

Thank you very much for your time, cooperation, and valuable contribution to the success of this research.

Yours Sincerely,

**Hassan Hussaina
Researcher**

Section A: Demographic Information

Age: 1 = 16–18 years, 2 = 19–21 years, 3 = 22–24 years, 4 = 25 years and above

Gender: 1 = Male, 2 = Female

Academic Level: 1 = 100 Level, 2 = 200 Level, 3 = 300 Level, 4 = 400 Level, 5 = 500 Level

Religion: 1 = Christianity, 2 = Islam, 3 = Others

General Instructions

Please answer all items honestly by ticking (✓) the response that best describes you. There are no right or wrong answers.

Section B: Academic Performance Scale

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

S/N	Item	SA	A	N	D	SD
1	I made myself ready in all subjects					
2	I pay attention and listen during every discussion					
3	I want to get good grades in every subject					
4	I actively participate in every discussion					
5	I start papers and projects as soon as they are assigned					
6	I enjoy homework and activities because they help me improve my skills in every subject					
7	I exert more effort when I do difficult assignments					
8	Solving problems is a useful hobby for me					

Section C: Examination Anxiety Scale

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

S/N	Item	SA	A	N	D	SD
1	When I sit for an important examination, I feel thrilled					
2	During examination I frequently feel the urgency to go toilet					
3	While taking an examination I feel uneasy and upset					
4	Even after preparing well for the examination I feel very nervous					
5	I often look at other people during exams					
6	My hands often sweat and feel cold before and during examination					
7	During examination I think that I will surely pass the examination and get promoted					
8	Worry about the result of the examination interferes with my performance during examination					
9	After examination I think most of my answers are right					
10	Sometimes I tremble before or during examination					

Section D: Study Habits Questionnaire

5=Extremely Always True, 4=Highly Usually True, 3=Moderately Sometimes True, 2=Slightly Seldom True, 1=Not at all Never True

S/N	Item	5	4	3	2	1
1	The closer I am to a major exam, the harder it is for me to concentrate on the material					
2	When I study, I worry that I will not remember the material on the exam					
3	During important exams, I think that I am doing awful or that I may fail					
4	I lose focus on important exams, and I cannot remember material that I knew before the exam					
5	I finally remember the answer to exam questions after the exam is already over					
6	I worry so much before a major exam that I am too worn out to do my best on the exam					
7	I feel out of sorts or not really myself when I take important exams					
8	I find that my mind sometimes wanders when I am taking important exams					
9	After an exam, I worry about whether I did well enough					
10	I struggle with writing assignments, or avoid them as long as I can. I feel that whatever I do will not be good enough					

APPENDIX B

SPSS Output

Descriptive Statistics

	Mean	Std. Deviation	N
Gender	1.57	.498	70
Age	2.26	.774	70
Academic Level	3.00	1.424	70
Religion	1.14	.427	70
AP	3.4661	.92174	70
EA	2.5386	.97182	70
SH	2.5186	.96793	70

Correlations

		Gender	Age	Academic Level	Religion	AP	EA	SH
Gender	Pearson Correlation	1	.064	.000	.156	.003	-.025	.020
	Sig. (2-tailed)		.597	1.000	.198	.978	.836	.871
	N	70	70	70	70	70	70	70
Age	Pearson Correlation	.064	1	.237*	.238*	-.102	.135	.131
	Sig. (2-tailed)	.597		.049	.047	.402	.265	.280
	N	70	70	70	70	70	70	70
Academic Level	Pearson Correlation	.000	.237*	1	.119	.055	-.034	-.038
	Sig. (2-tailed)	1.000	.049		.326	.650	.783	.756
	N	70	70	70	70	70	70	70
Religion	Pearson Correlation	.156	.238*	.119	1	-.089	.102	.046
	Sig. (2-tailed)	.198	.047	.326		.465	.402	.705
	N	70	70	70	70	70	70	70
AP	Pearson Correlation	.003	-.102	.055	-.089	1	-.953**	-.943**
	Sig. (2-tailed)	.978	.402	.650	.465		.000	.000
	N	70	70	70	70	70	70	70
EA	Pearson Correlation	-.025	.135	-.034	.102	-.953**	1	.959**
	Sig. (2-tailed)	.836	.265	.783	.402	.000		.000
	N	70	70	70	70	70	70	70
SH	Pearson Correlation	.020	.131	-.038	.046	-.943**	.959**	1
	Sig. (2-tailed)	.871	.280	.756	.705	.000	.000	
	N	70	70	70	70	70	70	70

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	EA ^b	.	Enter

a. Dependent Variable: AP

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 ^a	.908	.906	.28222

a. Predictors: (Constant), EA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.207	1	53.207	668.037	.000 ^b
	Residual	5.416	68	.080		
	Total	58.623	69			

a. Dependent Variable: AP

b. Predictors: (Constant), EA

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.760	.095		60.667	.000	5.570	5.949
	EA	-.904	.035	-.953	-25.846	.000	-.973	-.834

a. Dependent Variable: AP

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SH ^b	.	Enter

a. Dependent Variable: AP

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.943 ^a	.889	.887	.30988

a. Predictors: (Constant), SH

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.093	1	52.093	542.490	.000 ^b
	Residual	6.530	68	.096		
	Total	58.623	69			

a. Dependent Variable: AP

b. Predictors: (Constant), SH

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.727	.104		55.123	.000	5.520	5.934
	SH	-.898	.039	-.943	-23.291	.000	-.975	-.821

a. Dependent Variable: AP

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	EA, SH ^b	.	Enter

a. Dependent Variable: AP

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.958 ^a	.918	.916	.26741

a. Predictors: (Constant), EA, SH

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.832	2	26.916	376.410	.000 ^b
	Residual	4.791	67	.072		
	Total	58.623	69			

a. Dependent Variable: AP

b. Predictors: (Constant), EA, SH

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	5.793	.091		63.909	.000	5.612	5.974
	SH	-.345	.117	-.363	-2.956	.004	-.579	-.112
	EA	-.574	.116	-.605	-4.931	.000	-.806	-.342

a. Dependent Variable: AP

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	EA ^b	.	Enter
2	SH ^b	.	Enter

a. Dependent Variable: AP

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953 ^a	.908	.906	.28222
2	.958 ^b	.918	.916	.26741

a. Predictors: (Constant), EA

b. Predictors: (Constant), EA, SH

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.207	1	53.207	668.037	.000 ^b
	Residual	5.416	68	.080		
	Total	58.623	69			
2	Regression	53.832	2	26.916	376.410	.000 ^c
	Residual	4.791	67	.072		
	Total	58.623	69			

a. Dependent Variable: AP

b. Predictors: (Constant), EA

c. Predictors: (Constant), EA, SH

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.760	.095		60.667	.000
	EA	-.904	.035	-.953	-25.846	.000
2	(Constant)	5.793	.091		63.909	.000
	EA	-.574	.116	-.605	-4.931	.000
	SH	-.345	.117	-.363	-2.956	.004

a. Dependent Variable: AP

Excluded Variables^a

		Independent Variables			Collinearity Statistics
Model		Beta In	t	Sig.	Partial Correlation Tolerance
1	SH	-.363 ^b	-2.956	.004	-.340 .081

a. Dependent Variable: AP

b. Predictors in the Model: (Constant), EA